

## **LANGUAGE ARTS** **Kindergarten**

### **READING**

*The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text.*

#### **Oral Language/Decoding**

<b>Key</b>	<b>Reporting Category</b>		<b>Project WET Activity</b>
<b>I</b>		Expand oral language through vocabulary instruction and experiences.	
<b>I</b>		Speak clearly, properly, and politely.	
<b>I</b>		Begin to use rules for conversation (e.g., raise hands, take turns, and focus attention on speaker).	
<b>I</b>		Give simple, two-step oral directions.	
<b>I</b>		Participate in group discussion.	
<b>I</b>		Participate in creative responses to text (e.g., response, discussion, and dramatization).	
<b>I</b>		Ask and respond to questions from teacher and other group members.	
<b>I</b>		Retell familiar stories.	
<b>I</b>		Use familiar texts for recitations.	
<b>I</b>		Dramatize, retell, and dictate what has been learned.	
<b>I</b>		Listen attentively to speaker for specific information.	
<b>I</b>		Use appropriate listening skills (e.g., do not interrupt, face speaker, and ask questions).	
<b>I</b>		Follow simple, two step oral directions.	
<b>I</b>		"Pretend read" from left to right, top to bottom, and front to back as well as hold a book upright and turn pages.	
<b>I</b>		Understand that a phoneme is one distinct sound.	
<b>I</b>		Distinguish letters from words.	
<b>I</b>		Use sound stretching of one syllable words to identify each phoneme (cat, /c/, /a/, /t/).	
<b>I</b>		Use sound blending of each separately spoken phoneme to make meaningful word (/m/, /o/, /m/ to mom).	
<b>I</b>		Segment one-syllable words into individual sounds and blend the sounds into whole words.	
<b>I</b>		Recognize and produce rhyming words.	WET: Poetic Precipitation, pg. 182
<b>I</b>		Recognize words that have same beginning and ending sounds.	
<b>I</b>		Understand words are made up of one or more syllables (e.g., students clap syllables in words).	
<b>I</b>		Understand that as letters of words change, so do the sounds (alphabetic principle).	
<b>I</b>		Read simple text containing familiar letter-sound correspondences and high frequency words.	
<b>I</b>		Participate in shared reading.	

#### **KEY**

**I = Introduced D = Developing A = State Assessed M = Mastered**

**NOTE: "A" Indicates the state curriculum (CRT) assessment only.  
All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment.**

I		Begin to use word families and word walls.	WET: Water Address, pg. 122
I		Read some words by sight (e.g., the, has, an, can, run, and color and number words).	
I		Relate background knowledge to make meaning from text.	
I		Recognize a purpose for listening.	
I		Make predictions about a story.	
I		Identify front cover and back cover of a book.	
I		Recognize the family and community as resources for information.	
I		Recite familiar poems (e.g., nursery rhymes, jump rope rhymes, etc.)	WET: Poetic Precipitation, pg. 182
I		Use letter-sound matches to decode simple words.	
I		Recall two to three events in order.	
I		Ask questions about the text.	
I		Use complete and coherent simple sentences when speaking.	
I		Use logical words and appropriate word order to complete sentences or to respond to questions.	
I		Visit libraries and regularly check out materials.	
I		Participate in teacher-led experience stories.	
I		Participate in the creation of experience stories.	
I		Use repetitive text to reenact or retell stories.	WET: Poetic Precipitation, pg. 182
I		Retell stories using illustrations.	WET: Poetic Precipitation, pg. 182
I		Use correct grammatical constructions in own speech (e.g., “I will” rather than “Me will”).	
I		Use correct verb and verb tense in sentences when speaking (present and past).	
I		Dictate stories (e.g., to tape recorder, adult, or older student).	
I		Dictate a new ending to a story.	
I		Listen and respond to a variety of media (e.g., books, audio tapes, and videos).	
I		Recognize the difference between formal and informal languages.	
I		Recognize and name all upper and lowercase letters of the alphabet.	
I		Begin to understand that the sequence of letters in a written word represents the sequence of sounds in a spoken word.	
I		Recognize a variety of print sources (e.g., books, newspapers, magazines, and charts).	
I		Recognize sources of information (e.g., books, graphs, and computers).	
I		Recognize that printed materials provide information.	
I		Participate in discussions.	
I		Share storybooks, poems, and environmental print.	WET: Poetic Precipitation, pg. 182

### Comprehension

I		Identify labels, logos, and signs in the environment (e.g., job instructions, room labels, poison and danger signs/labels).	
I		Understand that print has meaning.	

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I		Read and explain own writings and drawings.	
I		Understand that the way a word is pronounced can affect its meaning	
I		Read as "an emergent reader" a favorite story with meaning and phrasing.	
I		Use illustrations to preview a story or poem.	WET: Poetic Precipitation, pg. 182
I		Participate in the creation of graphic organizers (e.g., KWL, charts).	WET: A House of Seasons, pg. 155
I		Create mental pictures of the story (e.g., characters, setting).	
I		Use pictures to discuss the main idea.	WET: Water Address, pg. 122
I		Build vocabulary by listening to literature and participating in discussions.	WET: Poetic Precipitation, pg. 182
I		Build vocabulary by experiencing a wide range of types of stories.	
I		Use a picture dictionary to determine word meaning.	
I		Connect life experiences to a story or poem.	WET: Poetic Precipitation, pg. 182
I		Predict what will happen next as the story is shared.	
I		Retell the story in own words.	
I		Draw conclusions based on the evidence in the story.	
I		Use common illustrations to gain meaning from text.	
I		Read for a variety of purposes (e.g., to gain information, for enjoyment, and to expand vocabulary).	
I		Explore a variety of types of books and literary materials (e.g., picture books, alphabet and number books, poetry, storybooks, rhyming books, fairy tales, and song lyrics).	
I		View various media types (e.g., posters, pictures, photographs, films, and videos).	WET: Water Address, pg. 122
I		Put in time order the events in a story (e.g., using books, videos, and films).	
I		Identify favorite stories.	
I		Recognize that intonation and volume of voice assist with meaning ( <i>Go Now! or Go Now?</i> ).	

## WRITING

*The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

### Process

I		Brainstorm ideas with teacher and peers.	
I		Draw pictures to generate ideas.	
I		Construct graphic organizers (e.g., webs, charts, and diagrams) in a small or large group to organize information.	
I		Use a variety of sources to gather information.	
I		Pause voluntarily in the midst of writing to interpret what has been written (tracking).	
I		Use a simple rubric to evaluate own writing/pictures and group work (e.g., happy face, stickers).	
I		Make use of technology to publish writing.	
I		Share orally completed work.	
I		Discuss and react to writing.	

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I		Add descriptive words and details.	
I		Incorporate illustrations and/or photographs.	
I		Express thoughts, feelings and experiences through illustrations, dictation or writing.	
I		Review personal collection to determine progress.	
I		Self correct works in progress (e.g., pictures, shared writing).	
I		Participate in the creation of experience stories.	
I		Participate in teacher-led experience stories.	

### Product

I		Write to acquire and exhibit knowledge (e.g., own name-first and last, letters, and numbers).	
I		Represent spoken language with illustrations and temporary and/or conventional spelling.	
I		Write to entertain and inform (e.g., experience stories, pictures, and shared writing).	
I		Participate in shared writing about social studies, science, the arts, and various classroom activities.	
I		Participate in shared writing about math (e.g., math journals).	
I		Write, when given time, place, and materials.	
I		Compose a variety of written works (e.g., published books, classroom books, and experience stories).	
I		Maintain, with teacher assistance, examples of writing and drawings that express opinions and judgments (e.g., portfolio, journals, and student-made books).	
I		Create a drawing, picture, sign, or other graphic symbols to respond to literature.	WET: Poetic Precipitation, pg. 182
I		Illustrate and/or write in journals (e.g., temporary/conventional spelling, series of pictures, and recognizable print).	
I		Write friendly notes using temporary/conventional spelling or with teacher assistance.	
I		Dictate stories (e.g., to tape recorder, adult, or older student).	
I		Review personal collection to determine progress.	

### ELEMENTS OF LANGUAGE

*The student will use standard English conventions and proper spelling as appropriate to speaking and writing.*

I		Form legible upper and lower case letters.	
I		Write from left to right and top to bottom.	
I		Use appropriate capitalization when writing names.	
I		Recognize ending punctuation marks for statements and questions.	
I		Recognize capitalization at the beginning of sentences.	
I		Trace and reproduce letters and words correctly.	
I		Attempt to spell simple words using pre- to early-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	
I		Spell own first and last name.	
I		Write consonant-vowel-consonant words with teacher assistance.	

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